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| **Common Core Learning Standards**  List the standard(s) this lesson will target  **Mrs. Patria, Betty & Ruma** | | | | **Culminating Focus Question**  This should be an open-ended question that requires students to think critically about the information and/or ideas contained in a text.  Your question should be aligned to the objective and the standard(s) you are addressing. It should also align to the key characteristics and big ideas of the text. | | |
| **English Language Arts:** Language Standards: Conventions of Standard English **SL.2.1** Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. *Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly.* ***SL.2.3*** *Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.* **Science Standard:** **Environment and Society:** Human/environment interactions—Learners understand that people depend on, change, and are affected by the environment. | | | |
| **Text(s)** | | | |
| Science | | | | What are the three r’s of reduce, reuse and recycle? Why is this important to the environment? Why is this important to humans? How do we recycle? | | |
| **Objective(s)**  What will your students are able to do by the end of this lesson? | | | |  | | |
| SWBAT identify and sort recyclables  SWBAT to identify trash vs recyclables | | | |  | | |
| **Entry Routine:**  **I do** | | | **Students do** | | **Para(s) do** | |
| 1) How are we feeling? | | | * Students have eyes on teachers * Students raise their hands and identify class rules/procedures. * Students practice class rules and procedures teachers | | * Paras are circulating the room, observing students * Paras prompt students to raise hands as needed, and wait to be called on before answering questions. * Paras are addressing student needs quickly, so they are working quietly | |
| **Engage:**  **I do** | | | **Students do** | | **Para(s) do** | |
| * Today we are focusing on one of the three r’s called recycling and review why we should reduce, reuse and recycle. * Go over brainpop * We are going to learn what we can recycle and sort recyclables.   We will also practice our recycling song | | | * Students have eyes on teachers * Students raise their hands and follow class rules/procedures. | | * Paras are circulating the room, observing students * Paras prompt students to raise hands as needed, and wait to be called on before answering questions. * Paras are addressing student needs quickly, so they are working quietly | |
| **Introduction:**  **I do** | | | **Students do** | | **Para(s) do** | |
| **10 minutes-You guys have to start to make good choices in how you take care of the earth. The earth gives all living things like plants, animals, human, the things what we need to live, things like air, water, food. By using the three r’s,**  **Part 1: REDUCE**  Narrator: There are three important ways to help take care of the earth. Entire Class: REDUCE, RECYCLE, REUSE This is paper. When you use less paper, you reduce waste and save more trees.  **This month we are focusing how to reduce, reuse and recycle the matter around us. What are the three R’s**  **Step 1**  Tell the students that you are going to show them what it means to reduce waste. Explain the idea of reducing waste by telling your class that when you avoid making garbage in the first place, you don't have to worry about disposing of waste or recycling it later.  **Examples:** Show the students the large bag of popcorn and the individual bags of popcorn and ask them which they think makes more waste. Show the students how more wrapping is used in the individual bags and tell them that if more paper and packaging is used to make something, it makes more waste, or garbage.  Show the students the gallon jug of juice in a glass jar, and a six-pack of juice boxes. Ask the students to predict which of these items makes more waste. Tell the students that it takes more paper and plastic to make the juice boxes.  **Step 2**  Ask questions to ensure students' understanding of the differences between the items you have presented to them. Encourage students to think of other examples of how to reduce waste. Use the following prompts as guides to stimulate discussion:   * If you write on both sides of paper, how does this reduce waste? * If you buy one big bottle of detergent instead of three small ones, how does this reduce waste? * If you use a reusable lunch box or bag instead of paper, how does this reduce waste? * If you use dishes instead of paper plates, how does this reduce waste?   --------------------------------------------------**Part 2: REUSE**  Narrator: When you reuse things instead of throwing them out you can help the earth. **Part 3: RECYCLE—what are some things we can recycle. These things are everywhere.** Plastic and paper are everywhere! Wake up and you probably touch the **alarm clock** made of plastic. Stumble out of bed and step onto your **carpet** (made from plastic fibers). Open the bathroom **door** (most likely made of vinyl — a.k.a. plastic) and reach for your plastic **toothbrush**. Twist the cap off the **toothpaste** held in plastic and gargle with **mouthwash** enclosed in plastic. In the kitchen, Five minutes into the morning and you have encountered a dozen plastic, paper, metail items.   1. Recycling conserves our natural resources.  It decreases the need for raw substances.    Many have thought that if we don’t recycle we will run out of room to put all of our trash.  Just imagine how many people there is on earth and how much trash each citizen produces.  Eventually if we continue to not recycle we will indeed run out of spaces to put all of our trash. 2. Our landfills are overflowing at an alarming rate and we are quickly running out of space. Cities that are near the ocean have been dumping trash into the water for decades, but our oceans can no longer support this dangerous practice. 3. Did you know that the garbage that is in landfills can affect the local groundwater?   Narrator: Recycling is using something again. When you recycle things you can help the earth.."   1. **Part 4: THE END**   Entire Class: REDUCE, RECYCLE, REUSE. REDUCE, RECYCLE, REUSE. REDUCE, RECYCLE, REUSE. (You may choose to have class clap and stomp a beat as they say these words.)  **Assessment**  Anecdotals and worksheet review | | | * Students have eyes on teachers * Students are raising their hands and answering me * Students are sitting up straight per class rules. * Students will then transition into group activities | | * Paras are circulating the room, observing students * Paras prompt students to raise hands as needed, and wait to be called on before answering questions. * Paras are addressing student needs quickly, * Paras are bringing students to the front of the room. * Paras are helping with transitions between activities, collecting and handing out material and worksheets. | |
| Time | |  | | |  | |
| 15 minutes | |  | | |  | |
| Group Activity:  Time | | Materials | | | Differentiation  *What will you do differently for individuals / small groups of students, to make content accessible to all?* | |
| 15 minutes | | T, | | | Visuals incorporated | |
| **Group Activity** | | | | | | |
| Students: | **Group 1**— **Maceo, Cesar, Victor and Angel** benefit from visual cues, repetition and hands on activities. All are motivated by positive praise and reinforcement. Maceo and Anthony need to work on self regulating their emotions (Maceo will scream and become aggressive to adults, Anthony will self-harm when they are frustrated or upset for any reason). All need to work on following one step directions. require modeling and encouragement and positive reinforcement to engage in class activities and stay on task or in their seats per IEPs. All need to work on self-regulating their emotions. need to work in quiet group environments.  **Group 3:** **Darek, Jayden and Jeter, Anthony**—benefit from scaffolding from prior experience with working with them, require ample visual cues, modeling to attend to and participate in academic tasks as they are easily distracted. Kinetic learners. Need 1:1 assistance when completing activities  They will match pictures of classmates then join large group to put picture of their classmate on chart paper. | | |
| Procedure:  *What steps or process will be used to read, comprehend, and discuss the text?* | **Class 1: 10 minutes~**  **Group 1: Students will sort actual (paper and plastic) recyclables into bins then sort images of recyclables**  **Group 2: Students will sort pictures of recyclables into bins, then sort actual recyclables**  Data Collection\*\*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Class 2: Need gloves, and plastic bags and plastic table covers**  **Will bring up recyclables from lunch and students will sort recyclables and bag them**  **Assessments: Anecdotal notes taken** | | | | | |
| **Independent Practice: I do** | | | **Students do** | | **Para(s) do** | |
| **Class 1**: **Group 1**-- Read recycling packet, write out what they can reduce, reuse, recycle and Match recycling images to words.  **Group 2**--Color recycling images in packet, then trace the 3 r’s, and match recycling images  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Class 2:** Writing worksheets for Maceo, Angel and Cesar | | | -Students will track me when they are done -Students will remain in their seats and raise their hands if they need assistance of any sort  -Students will match and sort items per hygiene | | Transition and continue supporting student engagement.  Paras work with all student questions, ensure they repeat instructions as needed  Paras work with all student questions, to keep them on task with perform experiment ensure they repeat instructions as needed  Paras will ensure students have their names on worksheets | |
| Time | | Materials | | | | Differentiation |
| 10 minutes | | Laminated worksheets | | | | Visuals |
| **Closing: I do** | | | **Students do** | | **Para(s) do** | |
| **---Clean up and let’s summarize main pts of lesson ---** **Exit tickets**  **--Homework will be independent packets that are not finished** | | | -Students will be thinking, reading and drawing  -Students will track me when they are done -Students will remain in their seats and raise their hands if they need assistance of any sort | | Transition with their groups to continue supporting student engagement.  Paras work with all student questions, ensure they repeat instructions as needed  Paras work with all student questions, to keep them on task with cleaning up as needed  Paras will ensure students have their names on worksheets | |
| Time | | Materials | | | | Differentiation |
| 5 minutes | | Collect all worksheets and materials | | | | Visuals incorporated, |